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ABSTRACT

The role and status of English instruction in West Germany is outlined. The regions of West Berlin, Hesse, and North Rhine-Westphalia are highlighted. The role of English and English instruction in the country as a whole, English instruction in the educational system, the demand for and qualifications of English teachers, textbook selection and use, English in the mass media, and British and American support for English instruction in Germany are reported. Overall, English is widely taught in the school system and standards are high. (RW)

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**ENGLISH TEACHING PROFILE (PROVISIONAL)**

**COUNTRY: Germany: Berlin**

**DATE: December 1981**

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## 2. English within the education system

### a. Types of school

The basic school types in West Berlin are:

**Grundschule** (Primary/Elementary School, first to sixth grade, 6-11 years)

LOWER SECONDARY SCHOOL (**Mittelstufe**)

**Hauptschule** (Secondary Modern, seventh to tenth grade, 12-15 years)

**Realschule** (Middle School, seventh to tenth grade, 12-15 years)

**Gesamtschule** (Comprehensive School, seventh to tenth grade, 12-15 years)

LOWER/UPPER SECONDARY SCHOOL (**Mittel-/Oberstufe**)

**Gymnasium** (Grammar School, LOWER seventh to tenth grade, 12-15 years
UPPER 16-18 years)

In the case of the Hauptschule, a tenth school year is now compulsory. At the end of the Hauptschule, the pupil sits the public examination of Hauptschulabschluss; in the case of the other school types, he/she is awarded a leaving certificate which is roughly equivalent to 'O' levels (it used to be called Mittlere Reife) and can entitle him/her to go on to the Upper Secondary School.

If, at the end of the Lower Secondary School, pupils have no vocational training qualifications etc and are not going on to the Upper Secondary, they are obliged to attend the Berufsschule (Part-time Vocational Training School) for an eleventh school year.

Elsewhere in the Federal Republic of Germany pupils usually stay at the Grundschule for four years and transfer to the Lower Secondary at the age of ten.

### b. Starting English

English can be chosen as first foreign language from the fifth grade (10 years) of Grundschule; and this is indeed the case with approximately 96% of the pupils. If, on the other hand, French (or Latin) is chosen, then English is taught to the remaining 4% from the first form (seventh grade/12 years) of Lower Secondary School (Mittelstufe), where general policy is that it is compulsory for all. In the case of Turkish pupils - of whom there are an exceptionally large number in West Berlin - there are experimental moves afoot to abolish this requirement in favour of Turkish, even from as early as the fifth grade (of Grundschule).

### c. Lower secondary

The teaching of English in the Lower Secondary School begins with purely functional language, then gradually moves towards literature, although

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

this is now changing somewhat with younger teachers, who tend to use more topic-based material instead. In the Lower Secondary School, pupils begin with four classes of English per week, although this tends to go down to three later.

d. **Upper secondary**

At the Upper Secondary School (Gymnasiale Oberstufe), the system of teaching in form units has now been abolished. After an introductory phase (Einführungsphase), all teaching accords with a course system. Attendance of the Upper Secondary School is for a minimum of two and a maximum of four years. According to individual ability and inclination, an Upper Secondary School pupil takes Leistungskurse (main subjects) and Grundkurse (basic subjects). English as a main subject would involve six hours(+) per week, as a basic subject three (possibly four). As a rule, he/she is obliged to take English as a basic subject for one year (two semesters).

At the end of the Upper Secondary School, pupils sit for their Abitur examination (roughly equivalent to 'A' levels). English is not compulsory as an examination subject here.

In theory, English is the language of instruction in English classes; but in practice there is a strong tendency to use German when, say, more intricate grammar points have to be dealt with. Again, German is often used in the case of weaker pupils - and, indeed, in the case of weaker teachers!

e. **Inspection**

The inspection of schools is the province of the Schulrat (Schools Counsellor) for the relevant Bezirk (municipal district). In the case of applicants for the status of Permanent Civil Servant (Beamte (r)), more particularly those engaged in teacher training, Oberschulräte (Senior Schools Counsellors) from the Senator's Office itself are involved.

f. **Adult education (Volkshochschulen: Adult education centres)**

For adults the main opportunity to learn English is provided by the various Volkshochschulen (VHS) - mostly in the form of evening classes run by schoolteachers or native speakers. In West Berlin, each of the twelve Bezirk (municipal districts) has its own Volkshochschule, and two of them (namely Charlottenburg and Schöneberg) provide 'Second Chance Opportunities' (Zweiter Bildungsweg) for mature students, leading to the Abitur examination. This possibility is also provided by the Berlin-Kolleg, Bedensche Str 50, 1000 Berlin 62, and the Peter-A.-Silbermann-Schule.

g. **Berlin-Kolleg**

Here courses (day/evening) last from two and a half to three years. As from the summer semester of 1981, the course system (as it applies to Gymnasien/Grammar Schools) was introduced with a view to general alignment in this sector.

The Berlin-Kolleg has its own problems, of course, bearing in mind that several students will be starting English at a rather late age. The different backgrounds of the students mean that their knowledge of English hitherto will vary considerably. In this context it is possible

that modifications will soon be made to the number of hours of English taught - with a view to ironing out deficits. Teaching at the Berlin-Kolleg is largely topic-based, with little literature as such, and interest tends to focus on the United States (racial minorities, blacks, Indians); it will be interesting to see whether this tendency remains as a result of recent (July 1981) events in Great Britain. So far, Northern Ireland would appear to be the main 'British' problem topic dealt with.

h. **Private schools**

As is to be expected in a city the size of West Berlin, there is a considerable number of private schools offering English. For example, the Akademie für Fremdsprachen, Schlüterstr 37, 1000 Berlin 12; ITS, Uhlandstr 171, 1000 Berlin 15; Inlingua Kurfürstendamm 200, 1000 Berlin 15; and Berlitz, Kurfürstendamm 101, 1000 Berlin 30.

(The British Council Berlin has a more detailed list.)

## 3. Teachers of English

### The demand for English teachers

There would appear to be some demand for English teachers at the Berlin-Kolleg and the Gesamtschule, possibly due to the somewhat unique conditions existing there. Elsewhere there would appear to be no lack, although an English teacher might find it difficult to get a job if his other subject were already more than taken care of. At present, incidentally, German/History would seem to be the worst combination for a teacher looking for a job; teachers of Music, Chemistry and the Natural Sciences, however, are likely to be on to a very good thing.

### Appointments

The number of teaching appointments has, in the recent past, been limited if not temporarily halted (Einstellungsstopp) by the West Berlin Senate with a view to saving money. There have also been several general cut-backs in the educational sector (building projects, class excursions, media, for example) and these are likely to continue.

Almost all full-time teachers are Germans, it being general policy that no foreigners are to be employed if there is a German who can do the job. Also general policy decrees that no foreigners are to gain entry to the permanent civil service (as Beamte). This is the main problem affecting the potential employment of British nationals as full-time teachers. Positions are, however, available, for British undergraduates wishing to work for a year as assistant teachers.

### Qualifications and teacher training

The official qualification for a Grammar School teacher (Gymnasiallehrer) is the First State Examination (Erstes Staatsexamen) plus one and a half years of teacher training (Schulpraktisches Seminar), a kind of PGCE. Many former trainee teachers (Studienreferendare) would no doubt maintain that, despite the practical-sounding name, these one and a half years were largely theoretical and ultimately designed to inculcate obedience to the existing system.

Assuming one gets around the nationality hurdle, a British MA (less likely a BA) plus PGCE is likely to be accepted as a qualification for teaching; but

confusion still arises as to the exact status of British qualifications - even though the Senator has a minutely detailed list - and a considerable amount of paper and/or breath is likely to be expended in any application process.

Some in-service training for teachers is provided by the ZLU, the abbreviation of the highly unwieldy Zentrale Einrichtung für Lehrerverhaltenstraining und Unterrichtsdokumentation (which virtually defies translation), but the work of the ZLU is largely in the context of trainee teachers as such, especially in the audio-visual/media sector.

At Grammar School (Gymnasium) teachers only teach those subjects for which they have been explicitly trained. Teachers at the Grundschule and Hauptschule tend to have to teach everything.

In West Berlin there is no association of (English) language teachers as such. Their interests are represented by the more generally education-oriented GEW (Gewerkschaft für Erziehung und Wissenschaft), the very large trade union OTV (Öffentlicher Dienste, Transport und Verkehr) and the Philologenverband (conservative). All three are federal associations.

There has been much talk recently of the calibre of some of the school-leavers who have, in the last few years, gone to university to study English. Possibly the schools, with relatively little English per week, are overtaxed in their task of producing high-quality student material - quite apart from the students themselves, with their task of reaching the required grades. On the other hand, English is not a subject with restricted intake (numerus clausus), so that potential students can generally enrol to study English even with relatively mediocre grades in their Abitur. And occasionally English at university is used as an initial springboard to university student status while a place to study something else is awaited.

There is no 'year abroad' as such at either of the West Berlin universities. Any length of time spent in an English-speaking country is basically up to the individual student and his/her personal finances and inclination. Students are, of course, warmly encouraged by the university staff to take advantage of any opportunities which may arise. Grants are, for example, available via the DAAD (Deutscher Akademischer Austauschdienst - German Academic Exchange Service), but they are by no means automatic. There is also the possibility of spending some time in an English-speaking country as an assistant teacher.

4. **Materials support**

a. The choice of basic textbooks for schools must be approved by the Senator für Schulwesen, Jugend und Sport (The Senator for Schools, Youth affairs and Sport) and such books have to fulfil the requirements laid down in the curricular guidelines. In theory, teachers have a certain amount of freedom as regards the books they use (especially as extras), but very often there are practical problems involved (insufficient funds available, the low rank of the teacher within the school hierarchy, for example), and they are often forced to concur with the decisions of the Fachkonferenz (Departmental staff meeting) as a whole.

b. **Some basic textbooks used at grammar schools (Gymnasien)**

i. **Lower Secondary (Mittelstufe)**

Learning English Modern Course (Klett)
How do you do (Schöningh)

English G (Cornelsen Velhagen Klasing & OUP)
Anyway (Diesterweg-Hirschgraben)
Topics ( " " )

ii. **Upper Secondary (Oberstufe)**

Here there is a great deal more freedom, so it is very difficult to name any particular textbook; however, there are

Topical Texts (Klett) (more for main subject courses - Leistungskurse - otherwise simplified for basic subject courses - Grundkurse)

Modelle für den neusprachlichen Unterricht Englisch (Diesterweg-Hirschgraben)

The Landesbildstelle (Centre for Audio-Visual Aids), Wikinger Ufer 7, 1000 Berlin 21, also provides English films and tapes for use in schools (as well as slides for commentary), accompanied by written material. Cf Listen to the News and Political and Social Aspects of Great Britain Today.

c. **Some basic textbooks used at the Berlin-Kolleg**

English für Erwachsense (Cornelsen Velhagen Klasing and OUP);
Kernel Lessons (Longmans);

Connexions (Penguin);

Texts for English and American Studies (Schöningh);

American City in Crisis (Cornelsen).

d. **Dictionaries**

In schools monolingual dictionaries are officially the order of the day, especially the Advanced Learner's Dictionary of Current English Usage in the Upper Secondary (although some pupils find this rather too difficult). In practice, though, most students use bi-lingual dictionaries whenever possible.

6. **Development and planning of the teaching of English**

a. **Standards of English**

Especially at school, rather antiquated standards of English still tend to exist - in particular with regard to English pronunciation. Here the terms 'Oxford English' and 'Queen's English' are still frequently bandied about, especially by older teachers. In effect, British English is still considered more prestigious both at university and at school, with the variety known as 'BBC English' possibly gaining some ground. Nevertheless, the tendency is for considerable, perhaps excessive formality to be introduced very early on at school, really colloquial English invariably being frowned upon (even if one excludes examination situations). At Upper Secondary school, teachers are apparently instructed to underline American-English forms in written work and give the British form in the margin; apparently, though, the American forms are not counted as mistakes. Very little official attention would appear to be paid to punctuation mistakes in written work.

## 7. English outside the education system

### a. English on radio and television

The US Army radio station, AFN, broadcasts in Berlin, as does the British, BFBS. AFN tends to be far more popular with young people on account of its pop music programme, even though BFBS broadcasts a not inconsiderable amount of the same sort of music itself. Both BFBS (since 1980) and AFN transmit television programmes which can be received on a normal TV set with the appropriate mini-convertor. However, coverage is restricted to a fairly small area around Zehlendorf (AFN) and Charlottenburg/Spandau (BFBS). BBC and ITV sell programmes to BFBS at a special concessionary rate on condition that BFBS does not advertise its programmes locally. Nevertheless quite a number of Germans do watch BFBS television.

### b. Films in English

English and American films (in English) are rare on German television itself due to the almost universal tendency to dub; but, very occasionally, English films creep in with sub-titles (often older films, and then usually on the German Third Programme).

The number of English films shown in Berlin cinemas is likewise somewhat meagre, although in recent years things have been improving somewhat (if only in the form of late-night showings). Cf the Arsenal and Lupe cinemas. The British Centre is also a good place to watch English films. The NDBG (Neue Deutsch-Britische Gesellschaft) produces a bi-monthly poster containing details of 'what's on' (cf 8).

## 8. British support for the teaching of English

The British Council Berlin runs the British Centre (Hardenbergstr 20, 1000 Berlin 12, Tel: 31-01-76). The Centre has a library of some 20,000 volumes, takes a wide selection of periodicals and the serious daily newspapers, and is now building up a good collection of audio and video tapes of special interest to teachers of English. The library provides information on language courses in Britain as well as on holidays and cultural events in Britain. The Council's Film Club has almost 300 members, a high proportion of whom are students and teachers of English. Special film showings are arranged for school groups. The Council advises ELT publishers and representatives of British language schools on local contacts.

## 9. American support for the teaching of English

Amerika Haus, run by the International Communication Agency, runs a library and information service. It organises frequent seminars and lectures on American studies.

## 10. German-English societies

The Neue Deutsch-Britische Gesellschaft, Grossbeerenstr 64, 1000 Berlin 61 c/o Wolfgang Dohrmann, Tel: 691 5922)

The Deutsch-Englische Gesellschaft, Uhlandstr 7-8, 1000 Berlin 12.

**ENGLISH TEACHING PROFILE (PROVISIONAL)**

**COUNTRY: Germany: Hesse** **DATE: December 1981**

## 1. The role and status of English

Although the language of instruction in the entire country is, of course, German, English does play an important part in education at the tertiary level. Much of the literature in medicine, economics and the natural sciences is only available in English, and students, especially postgraduates, are expected to be able to read it. Outside the academic world English is regarded as an important language of communication and many people in the age bracket up to about 45 or 50 have a functional command of it. The US army radio station, AFN, broadcasts to almost the entire state and is popular especially with teenagers because of its pop music programme. Most Germans recognise English (if occasionally a trifle resentfully) as an international language of culture and commerce.

## 2. English within the educational system

Like the other states, Hesse has a single primary school type (Grundschule 6-10) and a tripartite secondary school system (Gymnasium or Grammar school 10-19; Realschule or Middle school 10-16; Hauptschule or Secondary modern 10-15). Hesse also has a large number of comprehensives, both integrative and additive. The majority of these are additive and in extreme cases the streaming is so rigid that they are little more than three separate schools in the same building. Pupils leaving school before 18 are obliged to attend the training school (Berufsschule) at least once a week.

English is taught in all these schools and is a compulsory subject in the lower secondary school. In the last two years of the primary school, it is limited to a small number of experimental classes, mainly in the Frankfurt area. Teaching of English in the training schools is also rather sporadic. The general policy at the moment is one of English for all in the lower secondary school, but there is a vocal lobby to abolish this requirement for the weakest learners (ie the Hauptschule), combined with a tendency to make English the successor to Latin as an intellectual study language. This is, however, unlikely to take place in the near future.

The teaching of English in the lower secondary school begins with purely functional language and moves gradually towards the inclusion of short literary forms by the end of the third or fourth year. Pupils begin with four classes per week in the first couple of years, going down to three in many cases after this. Although there is officially an orientation stage during the first two years, streaming has usually taken place by the end of the first year. At the end of the lower secondary school, pupils sit locally set public examinations: in the case of Hauptschule, the Hauptschulabschluss; in the case of the other school forms, the Mittlere Reife, which is roughly equivalent to 'O' levels and entitles the pupil to go on to the upper secondary school.

The amount of English done in the upper secondary school depends on whether the pupil chooses to do it as a main subject (Leistungskurs) with up to eight hours per week or as a basic subject (Grundkurs) with three or four hours per week. A great deal more emphasis is placed on literature. At the end of upper secondary school, students sit the Abitur Examinations, which are roughly equivalent to 'A' levels. English is not a formal requirement for matriculation.

The choice of basic textbooks is governed by a number of factors. The first is that all such books must be approved by the ministry, which means that they must fulfil the requirements of the curricular guidelines (Rahmenrichtlinien) for Modern Languages. There are about a dozen such books at the moment, which range from fairly straight structural material to textbooks which follow the principles of the Threshold Level for Schools. New guidelines were introduced this year (1981) and it can be expected that the straight structural books will gradually be phased out. The second factor is that whole schools, or in some cases whole countries, are obliged to agree on and use the same book. As most of the teaching is fairly conservative, the choice of book is often the same.

There is a lot more freedom in the choice of extra teaching material, but its use is often restricted by the fact that testing is usually uniform for the entire grade, and teachers who use extra material will often fall behind in the textbook as a result. Despite this, such material is quite widely used.

Above the school level, inspection is the province of the Schulrat (schools counsellor), but such inspection is fairly sporadic. Closer scrutiny is restricted to applicants for the status of permanent civil servant (Beamter) and problem cases.

ESP is relatively new in Hesse and fairly restricted. A few attempts have been made to make the English in training schools relevant to later needs, but apart from this most ESP is confined to the university and the private sector.

For adults, the main opportunity to learn English is provided by the system of public adult education (Volkshochschule). Much of this takes the form of evening classes run by schoolteachers or native speakers. Parallel to this there are a number of private institutions such as the Berlitz School and private societies, usually connected with a twin town in England.

A number of large firms run English classes for their executives. These are usually conducted by a locally hired native speaker with or without qualifications.

## 3. Teachers of English

Officially there is no lack of teachers in Hessian schools, and in fact new teachers of English find it difficult if not impossible to find a position. The government has severely limited the number of new appointments because of the shrinking number of schoolchildren, although at the moment a deficit of teachers still exists in the schools. Almost all full teachers are Germans, since government policy demands that no foreigners be hired as long as a German can perform the job, and also that foreigners should not be taken into the permanent civil service - a restriction that can only be circumvented by those married to Germans. Positions are also available for British undergraduates who wish to work for a year as assistant teachers.

The official qualification for a teacher is the relevant state examination (Staatsexam) for his/her particular school form (L1 - primary, L2 - lower secondary, L3 - grammar school). A British MA is accepted as equivalent. In the lower secondary school, however, many teachers teach outside their own subjects.

In-service training for teachers is provided by the Hessisches Institut für Lehrerfortbildung, Hauptstelle Reinhardswaldschule, 3501 Fuldatal 1, Kassel. The work done by this institution is extremely progressive and involves one-week residential courses in the main centre and shorter, usually non-

residential courses in the regional centres in Limburg, Weilburg, Wetzlar, Frankfurt, Gross-Gerau, etc. The second important institution is the Hessisches Institut für Bildungsplanung und Schulentwicklung, Bodenstedt Str 7, 6200 Wiesbaden (Hessian Institute for Educational Planning and School Development). This institution does no actual in-service training, but is concerned with curriculum planning and school design.

There is no association of language teachers in Hesse. The two main relevant federal associations, the Gewerkschaft Erziehung und Wissenschaft and the Philologen Verband, have limited influence and represent liberal and conservative positions respectively. Two other small federal associations are worth noting: the Bundesarbeitsgemeinschaft Englisch an Gesamtschulen (Federal Working Group for English at Comprehensive Schools) and the Gesellschaft zur Förderung des Englischunterrichts and Gesamtschulen e.V. (Society for the Promotion of English at Comprehensive Schools). These two groups work in close cooperation developing materials and producing literature on curriculum development.

## 4. Materials support

The registered textbooks range from fairly straight structural to functional in the sense of the Threshold Level. The most popular at the moment are

English G (Gymnasium)
English H (Hauptschule) — Cornelsen

Teaching English Modern Course: Klett

Anyway: Diesterweg/Hirschgraben

English in Action: Langenscheidt

Contacts: Kamp

(The last two represent the functional end of the scale and are not as popular as the first two.) These series are confined to the lower secondary school. There is a great deal more freedom in the upper secondary, and it would be difficult to name any particular textbook.

There are a number of topic-based teaching units in use in the schools at the moment although, as has been pointed out, their use is sporadic because of school and curricular requirements. Although the Issues series has been accepted as a full course, most of these materials are regarded as extras.

Issues: Langenscheidt (grades VIII-X) (tape + books)

Stone Age Kid: multi-media: Schroedel Verlag and
All Aboard!: Radio Bremen (grades V-VI)
Bridges: multimedia: Radio Bremen (grade VIII)
Speak for Yourself: multimedia: Radio Bremen (grade IX)
Challenges: multimedia: BBC, FWU, Longman (grade X +)

Much of this material is the work of members of the Bundesarbeitsgemeinschaft Englisch an Gesamtschulen and the Gesellschaft zur Förderung des Englischunterrichts an Gesamtschulen (see above).

## 5. Br[illegible]sh support for the teaching of English

The nearest official British institution is The British Council in Cologne, which supplies materials from its resources upon request and also arranges or helps to arrange lectures and occasional courses for in-service training.

Most other British support takes place at a personal or semi-official level (eg exchange with twin towns).

## 6. American support for the teaching of English

Much the same is true of the US. America House and a number of similar institutions have reduced their operations in the Hesse area, although contacts with the military and the availability of authentic text material through this channel have increased support at the unofficial level.

## 7. Bibliography and sources of further information

Rahmenrichtlinien S1. Neue Sprachen: der Hessische Kultusminister 1980

Publications of the Hessisches Institut für Lehrerfortbildung and the Hessisches Institut für Bildungsplanung und Schulentwicklung.

**ENGLISH TEACHING PROFILE (PROVISIONAL)**

**COUNTRY: Germany: North Rhine-Westphalia** **DATE: December 1981**

## 1. The role and status of English

While English is, of course, not used as a means of communication among the indigenous population or as a medium of instruction in the education system, it is the first foreign language taught in the schools in North Rhine-Westphalia (Nordrhein-Westfalen). The ability to understand or communicate in English is essential for many people studying or professionally involved in science, technology, industry and commerce.

Being a highly industrialised area, NRW has a large number of businessmen and technicians who need to use English in order to export German products and technology throughout the world. In addition to this, there are many subsidiaries of British and American companies in the area, where English is the language of communication with the parent company. There are also companies which have merged, or in other ways become closely connected, with companies from other non-English-speaking countries, and a reluctance on either side to use the other's language has resulted in the adoption of English as the common language.

In the arts, the high incidence of English-speaking singers in opera houses and of visiting performers, orchestras and theatre companies requires arts administrators with at least a working knowledge of English.

The day-to-day availability of (or subjection to?) English is not so great as in many countries, or, indeed, as it is in some other parts of Germany. Practically all English and American films and other programmes shown on television are dubbed rather than sub-titled, and there are few cinemas showing films in English. The British Forces Broadcasting Service, while popular with Germans, has a limited reception range and a high musical content. BBC Radio 4 is fairly strongly and clearly received on long-wave, but a surprisingly small percentage of Germans have radios with a long-wave band. Most medium-to-large towns have at least one bookshop where English books and newspapers can be bought, but these have become extremely expensive in recent years.

Nevertheless, the influence of English on all aspects of the German language cannot be overestimated at the present time. Much of this, it should be added, is pseudo-English. In contrast to in France, there appears to be little inclincation on the part of officialdom or other authority to counteract this trend.

## 2. English within the educational system

Practically all children now have at least some English during their schooling. The standard of English teaching in the schools is, by international standards, quite high; in the sixth forms there is a heavy concentration on literature or on social problems in English-speaking countries. A school-leaver with the Abitur (matriculation) should be able to pass the Cambridge First Certificate examination immediatley and the Proficiency examination without too much preparation.

The great majority of students of English at universities are preparing to become secondary school teachers, as such a course qualifies them for little else. A gradual decline in the attractions of teaching as a profession, plus the fact that an imminent teacher-surplus is widely predicted (especially

by official sources), is already tending towards a fall-off both in the quality and quantity of English teachers. This may lead to a marked shortage in the state system in ten to fifteen years' time.

The teaching of language - as opposed to literature and linguistics - at most universities occupies a somewhat subordinate position; in the two-year teacher-training period thereafter the pressures are such that much of this is forgotten and certainly nothing new is added. There is probably a need (but no apparent demand) for high-level English language teaching.

Most English teaching in the state schools is done by Germans, but there are about 180 English native speakers currently employed in the state school system through the Centre for British Teachers. It is almost impossible for such a teacher to remain in a school more than two years, and most of them either return to the UK or filter into the adult education sector. The main three areas in which an English teacher can find employment are adult education institutes (Volkshochschulen), private language schools, and industry. Some teachers work, on a freelance basis, in two or more of these systems.

There is no shortage of applicants for teaching positions in any area of ELT teaching. The vast majority of applicants have university degrees, but it is doubtful whether more than about 10% have ELT teaching qualifications although many more have varying amounts of experience.

### 3. Teachers of English

There are many thousands of adults learning English (usually two hours per week) in dozens of Volkshochschulen in NRW. The system is a heavily subsidised one (although the subsidies have recently suffered considerable cuts) so the fees paid by the students are very low. Most teaching is at the lower levels (up to intermediate), but many of the larger VHSs prepare candidates for the Cambridge First Certificate examination and a few for the Proficiency. Some VHSs in NRW have recently been granted sub-centre status by the Cambridge syndicate, and this is likely to lead to an increase in the number of candidates prepared for the examinations.

### 4. Materials supply

The vast majority of VHS teaching is with materials published in Germany (such as Englisch für Sie - Hueber Verlag) or co-published by German and British publishers (Englisch für Erwachsene) - Cornelsen/OUP and, to a lesser extent, Follow Me - BBC/Langenscheidt-Longman). British-published books are mostly used for Cambridge examination preparation courses and discussion groups but occasionally as supplementary materials.

Some private language schools use the same books as the VHSs on the assumption that this makes it easier for ex-VHS students to be integrated into their programme; others use books published in Britain with the argument that they are offering the student materials not available in the VHS system; others, again, such as Berlitz and Inlingua, develop their own course books in order to become identified with their own method.

The private schools usually have far smaller classes than the VHSs, and this, coupled with the fact that most of them employ only native speakers of English, is their main selling point. They also offer one-to-one tuition, ESP (usually Business/Commercial English courses) and the negotiation of contracts with firms to send teachers for in-company tuition.

A number of large companies (such as Ford, Bayer and Agfa) have their own in-company training centres. Usually a small nucleus of permanent teachers is supplemented by additional part-time teachers on a freelance basis. These companies usually develop their own teaching materials, which cater for their specific requirements.

British ELT publications are fairly readily available, though not stocked in most bookshops. Any bookshop can obtain Longman books from Langenscheidt-Longman in Munich, OUP books from Cornelsen-OUP in Bielefeld, Heinemann books from Hirschgraben Verlag in Frankfurt, and Macmillan books from Petersen-Macmillan in Hamburg.

Buchhandlung Christel Vlachou in Cologne (wholesale and retail) has large stocks of ELT titles from Nelson, CUP, Evans, Arnold, Cassell, Blackwell, St George's Press and Routledge Kegan Paul. Others stocking ELT include: Buchhandlung Schöningh, Wuppertal; Stern-Verlag Janssen, Düsseldorf; Regentberg'sche Buchhandlung, Münster; and Buchhandlung Kruger, Dortmund. Cassettes and other aids are usually obtainable from the same suppliers as books.

The market for British ELT publications is not an easy one to expand, owing to the strength of local publishing. Before a book can be adopted for use in state schools, it has to be approved by the Kultusministerium (Ministry of Education) in Düsseldorf. This approval is unlikely to be obtained for books published outside Germany. Although it has proved possible for an individual teacher to secure the adoption of a specific title in his school, the process involved is a lengthy and complex one, and few teachers go to so much trouble.

The main problem with regard to VHSs is that course materials are standardised throughout the country in order to facilitate free movement of students from one town to another. A student moving from Munich to Cologne or from Dusseldorf to Hamburg is certain to find a course at his new VHS, using the same book that he used at his old one. Many VHS teachers would welcome the chance to use different materials, but the rigidity of the system makes this impossible.

Most private schools are German-owned or -managed, and the best way to ensure course-book adoption is probably by approaching the senior teachers.

The main requirement of a large industrial concern is for a series of course-books tailored to the needs of its employees. Unfortunately, the needs of one company are unlikely to be precisely the same as those of another, and the larger companies will probably have to continue to develop their own materials. However, some recent publications - notably Agenda (Harrap) have been enthusiastically received.

15. **General statement**

The general standard of English is fairly high; it would be even higher if more native speakers of English were employed in the state schools, but national pride and economic considerations make it unlikely that this will happen. Freedom of choice of materials, at least within each school, should also raise standards, but this will certainly not happen in the near future, if at all.